

CLIENT REACTION TO COUNSELOR'S  
USE OF SELF-EXPERIENCE

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A DISSERTATION PRESENTED TO THE GRADUATE COUNCIL OF  
THE UNIVERSITY OF FLORIDA  
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE  
DEGREE OF DOCTOR OF EDUCATION

UNIVERSITY OF FLORIDA

August, 1965

## ACKNOWLEDGMENTS

The writer wishes to acknowledge the assistance and help of many persons in the development and completion of this dissertation. Sincere appreciation is extended to the writer's advisory committee for their interest and encouragement. This includes Dr. Robert O. Stripling, Chairman; Dr. Ira J. Gordon; Dr. Benjamin Barger; and Dr. Albert M. Barrett.

Special appreciation is also extended to the following persons for their assistance and advice in this research: Dr. Charlotte Wharton who interviewed the participants in this study, Mrs. Graciela McGillicuddy and Mr. Orlo Shultz who served as reliability raters for the taped interviews, Mrs. Virginia Branan and Mrs. Betty McDonald who provided independent tallies of self-disclosure and self-experience from the taped interviews, Dr. Theodore Landsman and the University of Florida College of Education Audio Visual Department for their assistance and advice in the taping of the counseling sessions.

Finally the writer wishes to thank his wife for her patience, understanding, and assistance in the completion of this dissertation.

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## CHAPTER I

### INTRODUCTION

The relationship between counselor and client is considered paramount by such writers as Rogers (27,29,31), Jourard (18), and Wyatt (46). For Rogers, the importance of counselor's self-perception and perception of the interacting relationship are vital considerations. This is well illustrated in his characteristics of the helping relationship. The entire focus is on the counselor's perceptions and self-questioning. Rogers believes that to the degree a counselor can answer "yes" to the following questions he will be able to create a helping relationship:

1. Can I be in some way which will be perceived by the other person as trustworthy, as dependable or consistent in some deep sense?
2. Can I be expressive enough as a person that what I am will be communicated unambiguously?
3. Can I let myself experience positive attitudes toward this other person--attitudes of warmth, caring, liking, interest, respect?
4. Can I own and, if need be, express my own feelings as something belonging to me and separate from his feelings?
5. Am I secure enough within myself to permit him his separateness?
6. Can I let myself enter fully into the world of his feelings and personal meanings and see these as he does?
7. Can I receive him as he is? Can I communicate this attitude?
8. Can I act with sufficient sensitivity in the relationship that my behavior will not be perceived as a threat?
9. Can I free him from the threat of external evaluation?
10. Can I meet this other individual as a person who is in process of becoming, or will I be bound by his past and by my past? (31)

Rogers' characteristics of the helping relationship emphasize acceptance, deep understanding, and genuineness in the counseling relationship. Rogers also states, "To withhold one's self as a person and to deal with the other person as an object does not have a high probability of being helpful" (31). Based on this, the researcher proposes that the use of self-experience in counseling may be useful in implementing the helping relationship.

Jourard presents additional insight regarding the psychological basis for using the total self in counseling which would include the use of one's own experiences in the relationship.

It is my growing opinion, somewhat buttressed by accumulating experience in my own therapeutic work, that valued change--growth--in patients is fostered when the therapist is a rather free individual functioning as a person with all of his feelings and fantasies as well as his wits. . . . I have come to recognize, too, that those who habitually withhold their real selves from others, and instead strive to manipulate them in one way or another, do violence to their own integrity as well as to that of their victim. Surely behavior that doesn't do a bit of good for the therapist can't do much good for his patient. We need data on this point.

Buber (1937) has succinctly summed up these observations with his concepts of the "I-Thou" relationship and the "dialogue." Surely, our patients come to us because they have become so estranged from their real selves that they are incapable of making these known to their associates in life. I don't see how we can re-acquaint our patients with their real selves by striving to subject them to subtle manipulations and thus to withhold our real selves from them. It reminds me of the sick leading the sick. In point of fact, if my own experience means anything, it has shown me that the closest I can come to eliciting and reinforcing real-self behavior in my patient is by manifesting it myself. . . .

Somehow I feel that orthodox therapists (we might call them Rogerian, Freudian, or even Skinnerian technicians) are more concerned to verify their respective dogmas than to know and respond to their patients as



individual persons. Techniques treat with categories and fictions. Therapy proceeds through honest responses to this very person by this very person. (18)

Fiedler presents evidence that the therapeutic relationship may be but a variation of good interpersonal relationships in general (14). Wyatt states, "It is actually a sign of professional maturity when the therapist begins to drop role and gesture and undertakes to be himself. He will have found out then that he can only do his work best in his own way and with the resources of his personality" (46).

#### Need for Research

Information regarding counselor use of self-experience is extremely limited both in terms of theoretical basis and in regard to the actual state of its use by counselors. In a review of the literature of the past ten years, the researcher was unable to find a single article concerned specifically with the use of self-experience in counseling. Use of self-experience is a question which confronts counselors in preparation, counselor educators, and practicing counselors. There is a need for research information on this aspect of counseling. This research will augment the meager literature on the use of counselor's self-experience in counseling.

#### Purpose of Study

A tentative rationale for the use of self-experience in counseling has been identified through a review of the literature. The purpose of this study is to test the rationale in terms of counselee's

reactions to counselor's use of self-experience in a group counseling situation.

#### Definition of Terms

Self-experience: Relating of personal experience by the counselor to a counselee within a counseling relationship. The relating of an actual personal experience. It is not an intellectualization or cognitive revelation, but a revelation of one's own actual experiencing. It is not an inference or a projected feeling or experience, but one that is clearly verbalized as one's own. Examples of self-experience are as follows:

- (1) I was real shook last trimester when I was faced with a true false test in BDY 732 rather than the essay exam I expected.
- (2) I changed my major four times before I was graduated.
- (3) I took ECP 612 and found it an extremely helpful course in providing a testing background for the qualifying exams.

Examples of statements which are not self-experiences are as follows:

- (1) Dr. Blank believes that it is really impossible to be completely objective about oneself.
- (2) A friend of mine has this problem of never being able to make decisions.
- (3) Psychological testing is unfair to the unique individual who doesn't fit the norm.

Self-disclosure: The verbal revelation of some aspect of one's own experiences or feelings. The individual makes himself known to another. For the purpose of this study, self-disclosure will relate only to counselee's disclosure of personal experiences and feelings. While counselor self-experience relates only to disclosures of

counselor's actual experiences, self-disclosure indicates also disclosure of personal feelings. Examples of self-disclosure are as follows:

- (1) Sometimes I wish I had never gone to college. (Personal Feeling)
- (2) Deciding on a definite career goal has always been a problem for me. (Personal Feeling)
- (3) I have a great admiration for the teaching ability of Dr. Jones. (Personal Feeling)
- (4) Last trimester I almost failed PDY 612. (Personal Experience)

Examples of statements which are not self-disclosures are as follows:

- (1) Freud's attempt to explain everything on the basis of his libido theory restricted his exploration of other motivational systems. (Intellectualization)
- (2) Graduate school requirements are too high. (Opinion without relation to feelings or experience behind it)
- (3) People are like that. (Opinion without relation to feeling or experience behind it)
- (4) He's a bore. (Opinion without relation to feelings or experiences behind it)

Self-confidence: A feeling of personal adequacy and self-reliance.

Rationale: The reasoned or logical basis for the use of self-experience in counseling.

Atmosphere of genuineness: The environment is perceived by the client as being free from hypocrisy or pretense.

Empathic understanding: Comprehending another's feelings or ideas in a similar manner to the manner in which the client feels them.

### Rationale for the Use of Self-experience

A review of the literature has resulted in identification of the following tentative rationale for the use of self-experience in counseling:

1. Increase client self-disclosure--Self-disclosure leads to self-disclosure and has been observed in a variety of situations such as friendship, marriage, and counseling relationships. Self-disclosure is based on trust and openness of personality. When another is open and trusting of his experiencing to us, we are more likely to feel safe and trusting in revealing our experiences (18).

2. Build self-confidence--Knowledge that one is not alone in his experiencing and that others have similar experiences increases one's self-confidence in regard to those experiences (10).

3. Create atmosphere of genuineness--Use of self-experience can enable the counselor to be more congruent in his communication, which will result in the counselee experiencing genuineness in the relationship. There is no dichotomy between what the counselor is and what he says (31).

4. Demonstrate empathic understanding--Knowledge that the counselor has had similar experiences is conducive to the counselee's perception that he is really understood. Use of self-experience by the counselor enables the counselee to become aware that the counselor identifies, understands, or feels himself in the state of mind of the counselee (31).

### Hypotheses

Hypothesis 1: Use of self-experience in counseling relationships will result in greater self-disclosure than in counseling situations where the counselor does not disclose his own similar experiences.

Hypothesis 2: Use of self-experience in counseling relationships will result in greater self-confidence than in counseling situations where the counselor does not disclose his own similar experiences.

Hypothesis 3: Use of self-experience in counseling relationships will result in a greater atmosphere of genuineness than in counseling situations where self-experience is not used.

Hypothesis 4: Use of self-experience in counseling relationships will result in client's perceiving a greater sense of empathic understanding than in counseling situations where the counselor does not disclose his own relevant experiences.

### Summary

The relationship between counselor and client has been a vital concern of leading writers in the area of counseling theory and practice. Rogers emphasizes acceptance, deep understanding, and genuineness in the counseling relationship. In addition, he believes that the counselor should not withhold himself as a person nor treat the client as an object. Jourard writes that those counselors who withhold their real selves from their clients and instead strive to manipulate them in one way or another do violence to the integrity

of the client and themselves. Counselor's personality resources has been emphasized by Rogers and Jourard. Counselor's own self-experiences represent one kind of personality resource. Based on these writings, the researcher proposes that the use of self-experience in counseling may implement the helping relationship.

Information regarding counselor self-experience is extremely limited both in terms of theoretical basis and actual practice. The question of whether counselors should use their own self-experience in counseling is a question which confronts counselors in preparation, counselor educators, and practicing counselors. There is a need for research regarding the value of the use of counselor self-experience in counseling.

This research will provide objective evidence for the use or nonuse of self-experience in counseling. A tentative rationale for the use of self-experience in counseling was identified through a review of the literature. This rationale is as follows:

- (1) Increase client self-disclosure
- (2) Build self-confidence
- (3) Create atmosphere of genuineness
- (4) Demonstrate empathic understanding

The purpose of this study is to test the rationale in terms of counselee's reactions to counselor's use of self-experience in a group counseling situation. Hypotheses based on the above rationale were developed.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### Introduction

There is no consensus on the rationale for the use of self-experience on which the hypotheses in this study were based. This tentative rationale was identified from statements of authorities in the literature. Hypotheses were developed from the rationale to be tested in this study. Jourard (18) presents arguments for the use of counselor self-disclosure in increasing client self-disclosure. Coleman (10) indicates that knowledge that one is not alone in his experiencing and that others have similar experiences increases one's self-confidence in regard to those experiences. Rogers (31) and Jourard (18) discuss the importance of not withholding one's self in the counseling relationship and how this can result in a greater atmosphere of genuineness and empathic understanding.

There is a void in the area of writing and research concerned specifically with counselor use of self-experience in counseling. However, there has been considerable writing and some research regarding techniques of counseling and their relative merits. The theoretical foundation for counselors using certain approaches has received considerable attention in the literature. Therefore, this chapter begins with a review of the counselor's role in counseling as viewed from several approaches. Also, attention is focused on research relating to counseling positions.

### Theoretical Orientations

The role of the counselor in the counseling relationship has long been the major question dividing schools of counseling into such divisions as psychoanalytic, behavioristic, client-centered, and eclectic. Arguments regarding how active the counselor should be in the relationship vary. The psychoanalytic and behavioristic counselors propose a more active involvement in the counseling relationship than the client-centered counselors. The eclectic viewpoint allows for a wide range of counselor reactions depending on the needs and individual situation of each client. What theoretical and empirical bases support these differences in counselor involvement?

Psychoanalytic position. A number of authors have written in the area of psychoanalytic theory. In this review of basic psychoanalytic counseling theory, reference is made to the writings of A. A. Brill (8), Ruth L. Monroe (23), Morton Levitt (20), Ives Hendrick (17), William Healy and Augusta Brönnér (16).

Psychoanalysis as developed by Freud considers therapy the process by which the individual gives up his efforts to keep his impulses from awareness. He begins to react to situations and people in terms of their present demands rather than repeating infantile patterns of behavior. In line with this theory, major attention is given to uncovering unconscious experiences which occurred in early childhood. Free association, interpretation, dream analysis, and the development and resolution of transference relationships are basic procedures.



Psychoanalytic counseling is a much more limited therapeutic process than psychoanalysis. It does not aim to bring unconscious infantile conflicts to consciousness and resolve them. It is concerned with the way these conflicts affect current thoughts and actions. Psychoanalytic counseling attempts to bring to consciousness those aspects of infantile conflicts which are close to consciousness and are not overly threatening to the ego. In counseling the counselee gains insight into his ego defenses through the counselor's interpretations of contradictions and denials as these occur in his story. Through such a process the client is helped to approach his situation more realistically and objectively. Although the counselor makes use of transference in his counselee's reactions, unlike the psychoanalyst he does not deliberately try to develop an intense transference relationship. He may make use of a positive transference, but he does not utilize it as a major technique in counseling (6).

The psychoanalytically oriented psychological counselor does not consider all clients appropriate for this kind of counseling. He believes this treatment is appropriate for those persons who are experiencing adjustment difficulties relating to the emergence of a specific infantile conflict. It is not appropriate for the person who has already developed a rigid neurotic pattern. This is in line with the general differentiation made between counseling and psychotherapy. Counseling is most appropriate for those persons who have attained a rather high degree of integration (3).

Psychoanalytically oriented practices probably have the greatest following and prestige in the fields of counseling and psychotherapy. Psychoanalytic theory is particularly prominent in educational institutions and clinics administered by psychoanalysts. Practically all graduate trained social workers have a psychoanalytic orientation to counseling (41).

Psychoanalytic theory provides a theoretical rationale for the use of psychoanalytic counseling techniques. In a similar manner, the writer has attempted to identify a rationale for the use of counselor self-experience as a counseling technique. The researcher is attempting to test this rationale empirically. This is an approach which has not been used extensively in attempting to validate psychoanalytic counseling theory.

Until rather recently little attempt had been made to validate psychoanalytic theory empirically. Thorne (41) is highly critical of psychoanalytic practitioners' general attitude and approach to validation of their theories. He sees grave problems when theorizing and system-building far outstrip anything established scientifically and where unvalidated theories are given large scale clinical application. He feels that this is the case generally in counseling and psychotherapy, but that it is true to the greatest extent in psychoanalytic theory.

A current example of the unscientific approach of psychoanalytic theory can be seen in a review of the contents of current psychoanalytic journals. Thorne (41) comments that 80 percent to 90 percent of the articles were purely speculative or anecdotal in nature. In

contrast, in the science-oriented psychological journals, eighty to ninety percent of the articles were experimental-statistical studies. Thorne concludes that the psychoanalytic approach is essentially intuitive, anecdotal, empiric, and unvalidated in its present stage of development since there is very little experimental-statistical data to support the theory.

In rebuttal to this view, psychoanalysts generally view current scientific and statistical techniques as inadequate instruments to measure the vast complexities and subtle differentiations involved in psychoanalytic therapy. They believe that their theory is so complex that it has to be experienced in order to have a real understanding of what is involved. It is just this mystical, exclusive viewpoint to which scientific psychologists object. Practically all of the objective scientific research that has been done on psychoanalytic theory has been done by psychologists. It is understandable that the psychoanalysts attach little significance to the findings (35).

Blum and Miller (5) designed a project to explore the feasibility of testing psychoanalytic theory by conventional psychological methods. Hypotheses regarding the "oral character" were examined by means of teacher ratings, time sampling, sociometrics, and experimental situations conducted in a third-grade class. The operational definition of orality consisted of nonpurposive mouth movements recorded by observers. The eighteen subjects were ranked on the criterion and on a series of variables related to specific hypotheses.

The resulting correlations lent support to hypotheses concerned with extreme interest in food and social isolation. These are tentative findings; however, the overall results were interpreted as holding promise for the study of psychoanalytic theory by traditional techniques.

Blum and Hunt (4) have attempted direct tests of selected psychoanalytic concepts with the Blacky Pictures. Scodel (36) studies the psychodynamics of ulcer patients. He demonstrated how statements made by analysts can be verified through the setting up and testing of related hypotheses concerning approaches to perceptual tasks. Fiedler (13,14,15), in a series of studies, provided evidence that the therapist's attitude toward the client, not his theory or technique, makes the relationship therapeutic. He demonstrated that experienced therapists of different orientations--Adlerian, orthodox psychoanalytic, and client-centered--had concepts of the ideal therapeutic relationship which were more alike than inexperienced therapists within the same therapeutic orientation. Also, it was found that when observers were asked to sort statements into piles indicating degree of correspondence to therapists' behavior, experienced therapists of different orientations were more like each other than inexperienced therapists within the same orientation. This was true of the psychoanalytic therapists as well as those of different orientation.

Bordin (6) questions the validity of Fiedler's much-publicized study. He questions the techniques used and the interpretation of the results. Bordin says the number of statements over which there is a disagreement cannot be taken as a valid measure of the importance of

the disagreement, which is the way Fiedler arrived at his conclusions. Bordin concludes that Fiedler has not supplied an answer to the questions of the importance attached to differences among theories of psychotherapy, including psychoanalytic theory.

The literature regarding psychoanalytic theory and counseling is impressive, but it is mostly concerned with theoretical problems, case studies, and evaluations. There is little objective, scientific evidence to validate psychoanalytic counseling practices. In psychoanalytic theory no new therapeutic concepts or techniques have emerged for many years. Research in counseling and psychotherapy has had little observable effect on the practice of therapy.

Client-centered position. Many writers have contributed to client-centered counseling theory. In this review of basic client-centered counseling theory, reference is made to the writings of Rogers (27,29,31), Wrenn (45), and Combs and Snygg (11).

To best understand the client's behavior the client-centered counselor must gain, in so far as possible, the internal frame of reference of the person himself. He must see the world of experience as nearly as possible through the eyes of his client. This is not easy to do. Knowledge of the person's frame of reference depends upon communication from the individual. This communication is always imperfect. The more his communication is unmodified by a desire or need to be defensive, the more adequate will be the communication of his perceptual field. The permissive, accepting, nonjudgmental atmosphere created by the client-centered counselor minimizes any need for defensiveness.

This results in increased communication of the perceptual field of the client. As he relaxes his defenses and feels free to explore his own perceptual field, he becomes more accepting of self.

Any experience which is not consistent with the structure of self may be perceived as a threat. The greater the perceptions of threat, the more rigidly the self-structure is organized to maintain itself. In client-centered counseling by means of the relationship and the counselor's handling of it, the client is gradually assured that he is accepted as he is. Whatever aspect of himself that is revealed is also accepted. At this time experiences which have been denied can be symbolized and brought into awareness. Once these experiences have been perceived, the concept of self is expanded so that they may become a part of a consistent whole. When the individual perceives and accepts into one consistent system all his experiences, then he becomes more understanding and accepting of others. As the individual accepts into his self-structure more of his experiences, he finds he is replacing values based largely upon introjections with a dynamic valuing system.

Client-centered counseling, unlike psychoanalytic counseling, assumes the process and goals are the same for all clients. If the client-centered counselor is working with a problem of vocational indecision or psychosomatic symptoms, he uses the same general approach. He assumes that a permissive, nonthreatening relationship will enable a client of any kind to examine his perceptual field more freely and to move in the directions of self-actualization and development of an

individual value system. Current writings place less emphasis upon specific behavior of the counselor and more upon the counselor's attitudes, particularly understanding. Understanding refers to the degree the counselor can get inside the client's frame of reference and see the client's world as the client sees it.

Client-centered counseling has far exceeded other theoretical viewpoints in emphasizing objective research in counseling. Client-centered theorists have attempted to submit their theories to objective research while maintaining those essential human elements in the actual practice of counseling. They were the first to record actual counseling interviews and submit them to objective analysis. Client-centered counseling has always been closely related to the university setting with its emphasis on critical analysis and research (31). The researcher is following this same emphasis by using an empirical approach to the study of counselor self-experience in counseling.

Bergman (2) studied the relationship between the counselor's method or technique and the client's responses. He utilized recorded interviews to analyze response units. There was significant interaction found between the counselor's response and the client's subsequent expression. Reflection of feeling by the counselor was followed by continued self-exploration or insight. This relationship was statistically significant. Counselor responses which were evaluation-based or interpretative were followed by abandonment of self-exploration. This finding was also statistically significant. Bergman concludes that reflections of feeling result in self-exploration and insight

while evaluative and interpretive responses foster client reactions which retard progress in counseling.

Butler and Haigh (9), utilizing Q-sort technique, analyzed self-perception of clients before and after client-centered counseling. Clients were also judged on the extent of movement they had exhibited in counseling. Butler and Haigh obtained statistically significant results which supported their conclusions that client-centered counseling results in a decrease in the discrepancy between the perceived self and the valued self. This decrease in discrepancy was more marked in those judged as making most movement in counseling.

Rogers (28) investigated the changes in the maturity of the client's behavior as related to counseling. Thirty clients and an equal group of matched controls were used. Ratings were made by clients themselves and their friends regarding changes after counseling. Rogers concluded that where client-centered counseling has been judged to show progress, there is significant observable change in the client's everyday behavior. This change is in the direction of greater maturity. Rogers (30) reports a theoretical picture of the sequential stages in the process of psychotherapy and plans for translating this description into an operational scale for study of recorded interviews.

Perhaps the best research on the results of client-centered counseling is the Rogers and Dymond study (33). This study was conducted at the University of Chicago Counseling Center and was designed to study the changes in adjustment resulting from client-centered therapy. Rogers believed that the usual criterion of "cure"



or "success" was not satisfactory because this criterion could not be proved or disproved as various theoretical schools had their own viewpoints of what constituted success. Instead, Rogers wanted to study the changes taking place during counseling. Each individual who studied these changes could place his own evaluation on the results as to their desirability. A unique experimental design was used to study any change in adjustment which resulted from motivation for therapy. Sixty applicants to the University of Chicago Counseling Center were used in this research. They were divided into four groups of fifteen each. Two of the groups were experimental groups and two of the groups were control groups. In each of the experimental and control groups there was one "wait group." A variety of evaluative instruments were used which included the T.A.T., Q-sorts, questionnaires, self-ratings, and ratings by friends. The experimental groups received client-centered counseling from qualified counselors on the staff of the University of Chicago Counseling Center. The control groups did not receive counseling. Personality tests were administered before counseling, after counseling, and six months to one year later. The results were as follows:

- (1) The self-concept and the ideal self became more similar. This resulted for the most part from the self-concept moving toward the ideal rather than a lowering of the ideal self.
- (2) The adjustment of the counseling group improved.
- (3) T.A.T. interpretations of adjustment were positively correlated with improved adjustment.
- (4) Adjustment of the counseling group improved relative to psychoanalytic T.A.T. interpretations.

- (5) Ethnocentrism was found to be a limiting factor in verbal therapy.
- (6) The number of insights into unknown aspects of self was correlated with improved adjustment. Adjustment was rated by therapists.
- (7) Clients rated as improved in adjustment became less dogmatic and more accepting of the attitudes of others.
- (8) Clients rated as improved in adjustment were also rated as more mature by themselves and their friends.
- (9) Motivation for counseling alone did not result in improved adjustment.

Little research has been done upon the complex problem of the subtle client-therapist relationship. Miller (22) made a beginning in this area with a small study based on eight interviews. Using transcribed transcripts as a basis for study, judges attempted to make objective discriminations as to how the counselor responses were experienced by the client. This study was the first to measure the relationship from the client's point of view. Miller reports that the client-centered interviews were largely characterized by a client experience of acceptance. It was found that counselor responses may be given in a client-centered form and still be experienced by the client as denial or rejection.

In a comparison of Rogerian and psychoanalytic techniques, Strupp (39) found that Rogerians show a strong preference for reflective responses. Psychoanalytically oriented counselors use a variety of techniques with a preference for exploration. The more experienced the Rogerians the fewer number of reflective responses are used and a greater diversity of counseling techniques. This is in line with

Fiedler's finding (13) that expert therapists of different orientations formed similar relationships with their clients. Rogers (31) describes a dissertation by Heine who studied clients who had gone to psycho-analytic, client-centered, and Adlerian therapists. Heine found that regardless of the type of therapy, these clients reported similar results from their therapeutic experiences. The therapeutic procedure found most helpful was the clarification of hazily perceived feelings.

Research information is accumulating in the area of client-centered counseling and lends support to this position. The research information regarding client-centered counseling is greater than research in any other theoretical frame of reference. Researchers in client-centered counseling are continuing to improve their studies, and more and more emphasis is being placed on objective research.

Behavioristic approach. The following premises underlie a behavioristic approach to counseling of all types. The counselor is essentially a master educator who takes over where society, family, education, and the person himself have been unable to bring about adjustment or satisfactory solutions to problems. The first stage of counseling is concerned with establishing suitable conditions for learning a new approach to life. This would include establishing rapport, analyzing past conditions of a problem type, releasing emotional blocks, and giving the client maximum opportunity to solve as much as he can by himself. A behavioristic approach presupposes that someone must discover the problem area and what must be done about it. Someone must take responsibility to see that the solution is carried

out. This involves diagnosis that cannot usually be accomplished by the client alone. It also involves the therapeutic issue of what is to be accomplished with a particular client. The issue involves facing the concrete decisions of when, where, how, and why to intervene in the client's life. A scientific, diagnostic approach is emphasized (21).

One of the basic issues in counseling revolves around the role which the counselor should assume in the counseling situation. The reason for the difference between client-centered and behavioristic viewpoints is caused mainly by disagreement over whether or not the counselee has the basic capability and responsibility for solving his own problems. The behavioristically oriented counselor does not believe the counselees can solve their problems without considerable direct help. If this were not true, they would have had no need to come to the counselor in the first place. It is apparent that this view would lead the counselor to be more active in his counseling and to assume more responsibility for the direction of the counseling sessions than the client-centered counselor (1). Behavioristically oriented counselors place emphasis on the informational aspects of problem decisions such as vocation, education, and marriage. Williamson (42,43,44) emphasized diagnosis and counselor's active involvement as basic to counseling. The counselor has superior knowledge and skills and should utilize his professional preparation in helping clients develop more satisfactory behavior patterns and problem-solving techniques. The counselor cannot be neutral in the relationship. The values of the counselor will influence the relationship even if the counselor tries to remain neutral.

Basic to behavioristically oriented counseling is learning theory. The client must replace inadequate behavior patterns with more adequate behavior patterns. Shaw (37) emphasizes the importance of learning theory in counseling. He attempts to show how reinforcement principles can be used to account for clients learning new patterns of behavior through counseling. Mowrer and Ullman (24) describe the client as tending to acquire responses with immediately rewarding and remotely punishing consequences. The counselor helps the client develop more adequate behavior which is reinforced and retained when associated with satisfying results. Shoben (38) discusses a two-factor learning theory as an explanation of what happens in counseling. When the client can discuss his problems freely with the counselor, re-evaluation can follow. The client is then able to make trials of new responses in his conversation with the counselor, and the counselor can reinforce new associations. He does this by helping the client formulate rational goals and methods for attaining these goals. Reinforcement also occurs when the client can make new and gratifying responses to situations which have been problems to him outside of the counseling situation.

Behavioristically oriented counseling is concerned primarily with rational, cognitive solutions to problems. Communication of objective events, situations, and previous unsuccessful behavior is stressed. Interpretations, information, and other active procedures will be involved depending on the counselor's hypotheses regarding the client's needs (26).

Research in a behavioristic approach to counseling is very limited. Psychoanalytic and client-centered writings far outnumber writings that relate to a behavioristic counseling approach. Rogers (31) relates a study by Ends and Page in which three different methods of group psychotherapy were used with hardened, chronic alcoholics. The method they expected would be most effective was therapy based on a two-factor theory of learning. A client-centered approach was expected to be second, and a psychoanalytically oriented approach was expected to be least effective. Their results showed that therapy based upon a learning theory approach was not helpful and even left the clients in a poorer condition than those in the control group who had no therapy. The learning-theory approach, which had negative effects on the clients, consisted primarily of a behavioristic approach to counseling. Behavior which had proved unsatisfactory was pointed out and was explored objectively with the client in regard to its etiology. Re-education techniques were employed to bring about more effective problem-solving habits. The analytically oriented approach produced some positive gain, but the client-centered approach resulted in the greatest positive change.

Rogers (34) refers to a study by Lane which compared a behavioristic approach and a client-centered interview approach in counseling high school students. No significant differences were found. Rogers (34) found no significant differences between groups who received only objective test interpretations and those who received client-centered counseling before test results were introduced.

There is little current emphasis on research with a behavioristic approach to counseling. The behavioristic approach has been under attack for some time. The client-centered counselors believe that instead of helping the client to organize his own resources and helping him to make decisions, behavioristically oriented counseling tends to reduce his sense of responsibility and adequacy in dealing with his problems. Such objections do not necessarily invalidate a behavioristic counseling approach for certain problems. This approach would often appear indicated when the major need is for information, reassurance, or when lack of time dictates an immediate decision be made. This is the case when the client is too immature or emotionally upset to solve his own problems (5).

Eclecticism. A number of counselors have attempted to straddle alternative counseling approaches. These counselors are referred to as eclectic counselors (6). Eclecticism is defined as the judicious selection of those aspects of various counseling theories which best fit a particular counseling situation. How a counselor proceeds is relative to the situation. Each client is seen as having a unique condition which requires an individualized approach. With one individual the counselor may provide information, with another he may use a client-centered approach, or he may use a combination of these techniques at any given time in his counseling (7).

The eclectic method of selecting appropriate theories and methods to fit the needs of each individual has long been the standard in medicine. The eclectic approach to scientific case handling

basically depends upon adequate diagnosis of all cases handled (41).

One of the criticisms advanced against eclecticism, particularly by client-centered counselors, relates to the voluminous research which has been accumulated by special schools in contrast with the meager or nonexistent research output achieved by the exponents of eclecticism. Eclectics see this criticism as a misunderstanding of the differing problems and responsibilities of those who accept eclecticism. The aim of eclecticism is to compile a unified, systematic approach to diagnosis and counseling by gathering in one place all that is scientifically valid and fairly well accepted from all sources or schools, both clinical and experimental-statistical. The task of attempting to integrate what is already known is a gigantic job in itself and is worthy of the eclectic's efforts. To the degree which eclecticism is able to integrate all operational methods and findings available, to that degree it will be most successful. Eclecticism in practice is impeded when counseling students are trained in one method and are oblivious to other methods or are insecure in application of other methods (41).

#### Current Evaluation of Counseling Theory and Research

The term client-centered has recently broadened into the concept of the helping relationship. The behavioristic position has become only a technique which one may choose to use in a particular situation. It does not represent a currently active system of counseling. The issue of how the counselor can best implement the helping relationship



is still not resolved. Conclusive empirical evidence is lacking. The question of whether counselor's use of self-experience might implement the helping relationship is investigated objectively in this study.

In theory development and research everyone seems to be going his own way, using his own conceptual, theoretical, and instrumental commitments. In the area of counseling there is no single viewpoint commanding consensus. What has been for so long known in private is now becoming public. Between various theoretical systems there exists great disagreement regarding concepts, theories, and even facts. Absolute convictions in traditional conceptions characteristic of ten years ago are weakening, and confusion is more publicly admitted. When recorded counseling sessions are listened to, profound differences in perspectives are expressed by those observing the same counselor-client interactions (12). Rogers (32) gives a concise description of the current disorder which he feels represents an exciting and hopeful period for the development of counseling and psychotherapy. He feels we must move toward the facts by moving toward research. Strupp and Luborsky (40) see great difficulty in even agreeing on the cardinal facts. Exponents of different viewpoints observing the same events actually observe quite different things. No one seems very impressed by the other person's process scoring systems. Another difficult research problem results from the lack of invariance between the verbal symbols and the underlying emotional process to which they refer.

In reviewing the literature on counseling, some generalizations can be made which are applicable to this study. There is widespread

disagreement regarding what constitutes effective counseling practice. Most writers believe that additional research will solve many of these disagreements on a scientific basis, although they do not believe this task is an easy one. Use of self-experience in counseling is one example of a question which confronts counselors and counselor educators alike. At the present time there are no specific objective studies relating to this issue. It is believed by the researcher that this study will provide some objective information which will be of help in evaluating the relative advantages or disadvantages for the use of counselor self-experience in counseling.

#### Summary

There is no consensus on the rationale for the use of self-experience on which the hypotheses in this study were based. This tentative rationale was identified from statements of authorities in the literature. Hypotheses were developed from the rationale to be tested in this study.

Although there is a void in the area of writing and research concerned specifically with counselor use of self-experience in counseling, there has been considerable writing and some research regarding techniques of counseling. The theoretical foundation for counselors using certain approaches has received attention in the literature. This chapter reviewed the counselor's role from several approaches: psychoanalytic, client-centered, behavioristic, and eclectic. Related research was also reviewed. The theoretical and empirical evidence supporting these views was discussed.

Psychoanalytic position. Psychoanalytic counseling is concerned with bringing to consciousness those aspects of infantile conflicts which are already close to consciousness and are not threatening to the ego. In counseling, increased insight into ego defenses is obtained through the counselor's interpretation of contradictions and denials as these occur in the client's story. Through such processes the client is enabled to approach his situation more realistically and objectively.

There is little scientific evidence to validate psychoanalytic theory empirically. Psychoanalysts generally view current scientific and statistical techniques as inadequate instruments to measure the vast complexities and subtle differentiations involved in psychoanalytic theory.

Client-centered position. To understand an individual's behavior the client-centered counselor must gain, in so far as possible, the internal frame of reference of the client. Any experience which is not consistent with the structure of self may be perceived as a threat. In client-centered counseling, by means of the relationship and the counselor's handling of it, the client is gradually assured that he is accepted as he is. Whatever aspect of himself that is revealed is also accepted. During counseling, experiences which have been denied can be symbolized and brought into awareness. Once they have been perceived, the concept of self is expanded so that they may become a part of a consistent whole.

Much emphasis is placed on procedures designed to permit the client to assume responsibility for the direction of his communication

and for his life decisions. The client-centered counselor tends to confine his responses to clarifying feelings expressed by the client. He avoids guiding the client or evaluating his feelings and behavior.

Client-centered counselors have far exceeded others in emphasizing objective research in counseling. They have attempted to submit their theories to objective research and still maintain those essential human elements in actual counseling practice. They were the first to record actual counseling interviews and submit them to objective analysis. A large number of research studies have now accumulated. Increasing emphasis on research will result in an increasing number of studies in the future.

Behavioristic approach. The behavioristically oriented counselor sees his position essentially as a master educator who takes over where society, family, education, and the person himself have been unable to bring satisfactory solutions to problems. A behavioristic counseling approach emphasizes an active counselor role which would involve diagnosis and the giving of information. Behavioristic counseling is based on a learning-theory approach to behavior. Inadequate behavior patterns must be extinguished and new, more adequate behavior patterns learned. The counselor is the expert in this process and takes a major role in directing the counseling process. Research in a behavioristic approach to counseling is very limited. Criticism is widespread, particularly from client-centered counselors. Today it does not represent a currently active system of counseling.

Eclecticism. A number of counselors have attempted to combine theories of counseling. These counselors are referred to as eclectic counselors. Eclecticism is defined as the judicious selection of those aspects of various counseling theories which best fit a particular counseling situation. With one client the counselor may provide information, and with another he may use a client-centered approach, or he may combine several techniques with the same client. Eclecticism has been criticized for its lack of research studies. Eclectics argue that their major job is to integrate what is already known from all sources.

Current evaluation of counseling theory and research. In theory development and research, the client-centered approach has broadened into the concept of the helping relationship and the behavioristic approach has declined. Between various theoretical systems there exists great disagreement regarding concepts, theories, and even facts. Some authorities see the answer in more and better research. Others are more pessimistic regarding what we can accomplish with the research tools we now possess and the lack of agreement on terminology. In reviewing the literature on counseling, the researcher found that most writers believe additional research is needed to solve the many disagreements regarding counselor techniques. Use of self-experience in counseling is one such question for which we have no objective data. This study is designed to provide objective data on this question.

### CHAPTER III

#### RESEARCH DESIGN

##### Methods and Procedures

In this study an attempt is made to provide objective research information regarding the use of self-experience in counseling. The participants for this study were all registered as graduate students in the College of Education at the University of Florida during the Winter Trimester 1965. They were all volunteers who were interested in participating in a series of group counseling sessions structured around problems of the graduate student. There were thirty participants in this group, fifteen males and fifteen females. They were placed in six groups of five each on the basis of available time for counseling sessions and to provide for a balance of men and women. These six groups were randomly divided into three experimental and three control groups.

In obtaining volunteers interested in participating in this study, the researcher contacted seventeen different graduate classes in education. These classes represented a cross-section of all graduate classes in education offered during the Winter Trimester of 1965 at the University of Florida. These graduate classes included classes in the divisions of General Education, Educational Administration, Elementary Education, Foundations of Education, Personnel Services, Secondary Education, and Vocational Agriculture. The researcher contacted each instructor in person or by phone for permission to speak to his class

and to arrange a specific time which would be most convenient for the instructor. The first or last ten minutes of class was found to be the most appropriate time to talk to the classes, and all presentations were made during these times.

All presentations were made in the following manner: The researcher introduced himself as a doctoral student in Personnel Services who was in the process of obtaining volunteers who would be interested in participating in a doctoral research project. They were told this research involved participation in a series of group counseling sessions structured to deal with problems of the graduate student. Meetings would be arranged to fit the schedules of the participants, and there would be six small groups of five each to allow for maximum individual participation. These sessions would be designed to be helpful to the graduate student in pursuing his program successfully. The researcher then answered any questions except those which related to the research design. The researcher stated that he would like to get the names, addresses, and phone numbers of those who would be interested in participating. Those interested were given a card to fill out regarding the above information and were told that the researcher would plan to contact each one personally for scheduling meeting times.

Upon follow-up of those interested, two were found to be registered in the College of Arts and Sciences rather than the College of Education. Therefore they were not eligible for participation as all participants were to be graduate students in the College of Education. The researcher contacted all interested persons and

obtained information regarding their schedules and times they could meet for the counseling sessions. Three persons had schedules which were too inflexible to fit in with other schedules and were, therefore, excluded. The remaining thirty participants were placed into one of six groups in terms of time available for meeting each week and to provide a mixture of men and women. Group counseling sessions were scheduled for each group at a time all of the members could attend.

Each of the groups met at a regularly scheduled time each week. All groups met for five one-hour sessions scheduled one week apart. All the sessions were scheduled in Norman Hall, Room 201A, a room especially designed for counseling and tape recording. It was private and provided ample room for the group of six including the counselor, who was also the researcher. The pastel curtains and walls provided a pleasant environment. A small low table was in the center of six chairs placed around it in a circle. Ash trays were placed at convenient locations, and every effort was made to provide a comfortable, relaxing environment for each session. A table was at the left of the counselor's chair where the tape recorder was placed.

All sessions were taped, and careful preplanning and checking was done to insure good recordings. The researcher had purchased enough high quality recording tapes so that there was a new tape for each session recorded. The tapes were not rewound as an added precaution to prevent accidental taping over a session when the other side was used for recording. Tapes were carefully labeled as to time, date, and group number. Tape recorders from the University of Florida



College of Education Audio Visual Department were used. The researcher tested each recorder before the counseling sessions. In spite of these precautions, one of the thirty counseling sessions did not record due to mechanical failure.

After the sessions had started, two persons had to resign from the groups--one man in an experimental group and a woman in a control group. A change in work schedule for the man made it impossible for him to meet with his group at the previously scheduled time. The woman's family responsibilities became such that it was impossible for her to continue with the group.

The participants had been told that these sessions were structured to deal with problems of the graduate student, and that they would be assigned to a group of five. They were also told that any questions relating to the experimental design could not be answered until the completion of their participation. The researcher sent post cards to each participant regarding time and place of the meetings.

The writer served as counselor for all groups, both experimental and control. This had the advantage of controlling personality variables of the counselor which may have resulted if more than one counselor were used. All sessions were conducted in the same manner except for the variable of counselor use of self-experience. In the experimental groups counselor self-experience examples were used extensively. In the control groups self-experience examples were not used.

Two questionnaires were given before the counseling sessions began and at the end of the counseling sessions to all members of the

control and experimental groups. One questionnaire was concerned with self-disclosure regarding academic situations and the other with self-confidence in graduate work (see Appendices A and B).

Tape recordings of the counseling sessions were reviewed by two independent raters who had been trained by the researcher in the identification of counselor use of self-experience and client self-disclosure. Ratings were made of counselor's use of self-experience as a check that he did use self-experience examples extensively with the experimental groups and not with the control group. Ratings of self-disclosure were made to compare the actual amount of self-disclosure between the control and experimental groups.

At the end of the counseling sessions each participant was interviewed by a certified psychologist trained at the doctoral level and experienced in interviewing and counseling. These interviews were concerned with the participants' perception of the counselor's behavior as it related to the genuineness of the counseling relationship and to their feelings of being understood. A five-point, pre-coded schedule was used to quantify the degrees of genuineness perceived and the extent that participants felt understood (see Appendix C). The first part of the interview was structured specifically to determine perceptions of genuineness and feelings of being understood. The latter part of the interview gave the participants an opportunity to react spontaneously to the counseling sessions. Interviews were tape recorded. Two independent raters listened to the tape recordings of

the interviews and also rated responses as a check on interviewer reliability.

Any individual who missed as many as two sessions was dropped from the study as it was felt that participants should have attended a similar number of sessions for the results to be valid. Two persons missed two sessions, and their data were not considered. This left thirteen participants in the experimental groups and thirteen participants in the control groups whose data were considered in this study. All of these persons had attended at least four of the five scheduled sessions. The number of men and women left in the study were almost equally divided between control and experimental groups. The experimental groups had one more man than the control groups.

The excellent voluntary attendance and active participation of the members indicated that this was a highly motivated group who were personally interested in participating in the counseling sessions. Being graduate students, they were more mature and were better able to articulate their feelings and thinking than younger students with less educational background. Little research has been done with graduate students as compared with undergraduates. Most college research has utilized college sophomores because of their easy availability for such projects. The author believes the time and effort expended to obtain voluntary graduate students who were interested and motivated for a group counseling experience centered on their needs and interests was worthy of the effort involved.

### Limitations

One of the limitations of this study is the time involved. Five hours of counseling spread over a five-week period of time may be too short a period to expect significant changes to take place in even a limited area of feeling such as confidence in relation to the graduate program.

The participants were found to be a relatively confident group of graduate students at the beginning of counseling. One wonders if much change could be expected with such a group. However, since the major hypotheses deal with the client's reactions to the counseling situation, the short period of counseling seems adequate to gain valid reactions of participants. The maturity, educational level, responsibility, and verbal competency of graduate students used in this study is a definite advantage in obtaining valid reactions.

The fact that the counseling group was made up of all graduate students in the College of Education at the University of Florida constitutes another limitation. This limitation was a recognized limitation in the study. It was desirable to obtain individuals with similar educational experiences as the counselor. It may be that the kinds of experiences these individuals had as a group predisposed them to react to a counselor or group leader in a similar manner. The exposure of these students primarily to a phenomenological view of behavior and helping relationships may have resulted in predisposing them to negative reactions to the use of counselor self-experience.

The reactions might be different from other groups who had not had such educational experiences.

#### Treatment of Data

Statistical comparisons were made from the results of the questionnaires before and after counseling. These comparisons were made for both the control and experimental groups. Statistical comparisons were also made between control and experimental groups on quantitative data from the post-counseling interviews and ratings of actual self-disclosure in the sessions. Analysis of variance was used in these statistical comparisons. In addition a subjective analysis was made of client reactions from the post-counseling interviews and the counseling sessions themselves.

## CHAPTER IV

### ANALYSIS OF DATA AND RESULTS

#### Presentation of Data

The purpose of this study was to test the following hypotheses regarding the use of self-experience in counseling:

1. Use of self-experience in counseling and relationships will result in greater self-disclosure than in counseling situations where the counselor does not disclose his own similar experiences.
2. Use of self-experience in counseling relationships will result in greater self-confidence than in counseling situations where the counselor does not disclose his relevant experiences.
3. Use of self-experience in counseling relationships will result in a greater atmosphere of genuineness than in counseling situations where self-experience is not used.
4. Use of self-experience in counseling relationships will result in client's perceiving a greater sense of empathic understanding than in counseling situations where the counselor does not disclose his own relevant experiences.

To test hypothesis one above, a self-disclosure questionnaire (Appendix A) was administered to the control and experimental groups before counseling and at the completion of counseling. This is a reliable measure of self-disclosure with split half reliability of .94 (19). A total score was computed on all self-disclosures with the exception of Mother and Father. A large number of participants had deceased parents, and therefore it was decided to exclude these categories from the total score. Only closest male friend or spouse and closest female friend or spouse self-disclosure scores were computed for total self-disclosure.

In Tables 1 and 2 self-disclosure raw scores are given for the experimental group before and after counseling. In Tables 3 and 4 self-disclosure raw scores are given for the control group before and after counseling.

TABLE 1

SELF-DISCLOSURE QUESTIONNAIRE DATA,  
EXPERIMENTAL GROUP (PRE-COUNSELING)

Counselees N-13	Mother	Father	Closest Male Friend Or Spouse	Closest Female Friend Or Spouse
1	4	5	15	11
2	8	8	10	10
3	11	11	20	12
4	0	*	15	19
5	0	*	2	12
6	*	5	12	18
7	4	4	9	7
8	*	*	14	20
9	6	6	16	19
10	5	*	14	9
11	7	7	10	20
12	14	14	11	15
13	6	6	8	20

\*Deceased

TABLE 2  
SELF-DISCLOSURE QUESTIONNAIRE DATA,  
EXPERIMENTAL GROUP (POST-COUNSELING)

Counselees N-13	Mother	Father	Closest Male Friend Or Spouse	Closest Female Friend Or Spouse
1	5	6	15	10
2	10	10	11	11
3	11	11	13	18
4	2	*	20	20
5	0	*	0	7
6	*	2	11	11
7	10	10	14	10
8	*	*	10	13
9	6	6	17	20
10	5	*	13	4
11	9	9	13	20
12	14	13	11	14
13	9	9	10	20

\*Deceased



TABLE 3  
SELF-DISCLOSURE QUESTIONNAIRE DATA,  
CONTROL GROUP (PRE-COUNSELING)

Counselees N-13	Mother	Father	Closest Male Friend Or Spouse	Closest Female Friend Or Spouse
1	2	0	0	0
2	*	*	16	17
3	0	*	7	15
4	5	5	13	13
5	0	*	15	15
6	*	7	18	18
7	5	5	7	0
8	4	4	8	3
9	3	3	12	19
10	*	*	15	6
11	9	0	20	18
12	4	4	16	17
13	*	*	17	17

\*Deceased

TABLE 4  
SELF-DISCLOSURE QUESTIONNAIRE DATA,  
CONTROL GROUP (POST-COUNSELING)

Counselees N-13	Mother	Father	Closest Male Friend Or Spouse	Closest Female Friend Or Spouse
1	0	0	0	0
2	*	*	17	15
3	0	*	7	18
4	0	0	12	9
5	0	*	8	0
6	*	4	9	17
7	0	0	15	0
8	4	4	5	4
9	6	6	10	17
10	*	*	11	6
11	7	1	20	14
12	5	5	15	15
13	*	*	19	19

\*Deceased

Analysis of variance was computed for experimental and control groups. In neither the experimental or control groups did counseling result in significant changes in self-disclosure as measured by the self-disclosure questionnaire. As there was no significant change in either group, there was no evidence to support hypothesis one, that the use of self-experience in counseling would result in greater self-disclosure than in counseling situations where the counselor did not disclose his own experiences. In Table 5 analysis of variance data on the self-disclosure questionnaire are presented for the experimental group. In Table 6 analysis of variance data on the self-disclosure questionnaire are presented for the control group.

TABLE 5

ANALYSIS OF VARIANCE DATA FOR THE EXPERIMENTAL GROUP  
ON THE SELF-DISCLOSURE QUESTIONNAIRE  
(PRE- AND POST-COUNSELING)

Source	Sum of Squares	df	Mean Square	F Ratio	P
Between People	1264.9	12			
Within People	197.0	13			
Treatment	3.9	1	3.9	.24	.99*
Residual	193.1	12	16.1		
Total	1461.9	13			

\*No significant differences were found.

TABLE 6

ANALYSIS OF VARIANCE DATA FOR THE CONTROL GROUP  
ON THE SELF-DISCLOSURE QUESTIONNAIRE  
(PRE- AND POST-COUNSELING)

Source	Sum of Squares	df	Mean Square	F Ratio	P
Between People	2839.4	12			
Within People	530.0	13			
Treatment	97.8	1	97.8	2.71	.25*
Residual	432.2	12	36.0		
Total	3369.4	25			

\*No significant differences were found.

To obtain a measure of actual self-disclosure in the counseling sessions, tape recordings were made of all sessions. Two independent raters who had been trained in the identification of self-disclosure by the researcher tallied self-disclosure from the recordings. Their ratings of self-disclosure were highly reliable with a reliability coefficient between the two raters of .94. In Tables 7 and 8 tallies by the first rater of counselor's use of self-experience and client's self-disclosures are presented. In Tables 9 and 10 the second rater's tallies of counselor use of self-experience and clients' self-disclosures are presented. The mean self-disclosure scores of the raters for the experimental and control groups were analyzed using analysis of variance. There were no significant differences between the control

group and experimental group on the total amount of self-disclosure within the counseling sessions.

TABLE 7  
INDEPENDENT TALLY BY FIRST RATER FOR EXPERIMENTAL GROUP

Meeting	Counselor Use of Self-experience	Client Self-disclosure
1	24	112
2	33	121
3	38	80
4	22	83
5	13	97
6	45	100
7	49	76
8	34	68
9	4	114
10	6	53
11	23	143
12	43	192
13	18	129
14	16	93
15	12	94

TABLE 8  
INDEPENDENT TALLY BY FIRST RATER FOR CONTROL GROUP

Meeting	Counselor Use of Self-experience	Client Self-disclosure
1	0	161
2	0	110
3	0	79
4	0	93
5	0	94
6	0	159
7	*	*
8	0	129
9	0	107
10	0	44
11	0	68
12	1	97
13	0	88
14	0	70
15	0	68

\*Mechanical failure resulted in no recording.

TABLE 9  
INDEPENDENT TALLY BY SECOND RATER FOR EXPERIMENTAL GROUP

Meeting	Counselor Use of Self-experience	Client Self-disclosure
1	45	125
2	38	117
3	48	80
4	28	74
5	11	81
6	36	91
7	65	67
8	49	82
9	1	128
10	9	88
11	22	109
12	41	149
13	21	139
14	15	133
15	10	101

TABLE 10  
INDEPENDENT TALLY BY SECOND RATER FOR CONTROL GROUP

Meeting	Counselor Use of Self-experience	Client Self-disclosure
1	0	116
2	0	123
3	0	140
4	0	115
5	0	114
6	0	138
7	*	*
8	0	107
9	0	132
10	0	70
11	0	68
12	1	82
13	0	96
14	0	72
15	0	65

\*Mechanical failure resulted in no recording.



In Table 11 analysis of variance data are presented on self-disclosure within the counseling sessions. These data do not support the first hypothesis that self-disclosure would be greater in those counseling situations where the counselor used his own self-experiences.

TABLE 11

ANALYSIS OF VARIANCE DATA FOR THE EXPERIMENTAL AND  
CONTROL GROUPS ON SELF-DISCLOSURE  
WITHIN THE SESSIONS

Source	Sum of Squares	df	Mean Square	F Ratio	P
Treatment	7.9	1	7.9	.016	.90*
Error	13,208.3	27	489.2		
Total	13,216.2	28			

\*No significant differences were found.

To test hypothesis two (use of self-experience in counseling relationships will result in greater self-confidence than in counseling situations where the counselor does not disclose his relevant experiences), a self-confidence questionnaire (see Appendix B) was administered before and after counseling to the control group and experimental group. Differences in pre- and post-counseling responses were analyzed, using analysis of variance. There were no significant changes in self-confidence in either the experimental or control group. As there were no significant changes in either group, there was no evidence to support the second hypothesis. In Table 12 analysis of variance data on self-confidence are presented for the experimental group, and in

Table 13 analysis of variance data on self-confidence are presented for the control group.

TABLE 12  
ANALYSIS OF VARIANCE DATA (PRE- AND POST-COUNSELING)  
FOR THE EXPERIMENTAL GROUP ON SELF-CONFIDENCE

Source	Sum of Squares	df	Mean Square	F Ratio	P
Between People	24.62	12			
Within People	8.00	13			
Treatment	.62	1	.62	1.00	.50*
Residual	7.38	12	.62		
Total	32.62	25			

\*No significant differences were found.

TABLE 13  
ANALYSIS OF VARIANCE DATA (PRE- AND POST-COUNSELING)  
FOR THE CONTROL GROUP ON SELF-CONFIDENCE

Source	Sum of Squares	df	Mean Square	F Ratio	P
Between People	36.5	12			
Within People	20.5	13			
Treatment	3.2	1	3.20	2.22	.25*
Residual	17.3	12	1.44		
Total	57.0	25			

\*No significant differences were found.

To test the third and fourth hypotheses, the participants were interviewed at the end of the counseling sessions by a certified psychologist regarding their perceptions of the genuineness of the counseling relationship and the degree that they felt understood. A five-point, pre-coded schedule was used for each of the above to quantify the interview information regarding the two hypotheses (see Appendix C). Interviews were tape recorded. Two independent raters rated the same responses as the interviewer. The interview was a highly reliable measure as the two raters achieved a 1.0 correlation between themselves and the rater. Differences between experimental and control groups were analyzed using analysis of variance. In Tables 14 and 15 interview ratings on perceived genuineness and empathic understanding are presented. The ratings of the two independent raters were identical with the ratings of the interviewer.

In Table 16 analysis of variance data are presented regarding perceived genuineness of the counseling relationship. The third hypothesis (use of self-experience in counseling relationships will result in a greater atmosphere of genuineness than in counseling situations where self-experience is not used) was refuted as there was a significant difference between experimental and control groups in the direction of greater perceived genuineness by the control group. This was the reverse of the third hypothesis. This difference exceeded the .01 level of confidence.

TABLE 14

INTERVIEW INFORMATION ON PERCEIVED GENUINENESS  
FOR CONTROL AND EXPERIMENTAL GROUPS

Control Group* (N-13)	Experimental Group* (N-13)
2	2
1	1
1	3
1	4
1	3
2	3
1	3
2	3
2	2
1	3
1	3
1	4
2	3

\*The lower the score the greater is the perceived genuineness.

TABLE 15

INTERVIEW INFORMATION ON PERCEIVED EMPATHIC UNDERSTANDING  
FOR CONTROL AND EXPERIMENTAL GROUPS

Control Group* (N-13)	Experimental Group* (N-13)
5	2
1	2
1	2
1	2
1	3
2	5
2	3
2	1
2	2
1	2
1	3
2	5
2	3

\*The lower the score the greater the perceived empathic understanding.

TABLE 16

ANALYSIS OF VARIANCE DATA FOR THE EXPERIMENTAL AND  
CONTROL GROUPS ON PERCEIVED GENUINENESS

Source	Sum of Squares	df	Mean Square	F Ratio	P
Treatment	13.9	1	13.9	30.89	.0005*
Error	10.8	24	.45		
Total	24.7	25			

\*Statistically significant difference beyond the .01 level. The control group perceived the relationship as significantly more genuine than the experimental group.

In Table 17 analysis of variance data are presented regarding the degree that the counselees felt understood. The fourth hypothesis (use of self-experience in counseling relationships will result in client's perceiving a greater sense of empathic understanding than in counseling situations where the counselor does not disclose his own relevant experiences) was not supported as there were no significant differences between experimental and control groups on perceived empathic understanding. Although the difference was not significant, it was in the direction of greater perceived empathic understanding by the control group rather than the experimental group.

Reactions to Counseling Sessions

A subjective analysis was made of taped interview reactions to the counseling sessions. Examples of positive and negative reactions are presented for the experimental and control groups. Both groups

TABLE 17

ANALYSIS OF VARIANCE DATA FOR THE EXPERIMENTAL AND CONTROL GROUPS ON PERCEIVED EMPATHIC UNDERSTANDING

Source	Sum of Squares	df	Mean Square	F Ratio	P
Treatment	5.5	1	5.5	4.23	.10*
Error	31.1	24	1.3		
Total	36.6	25			

\*No significant differences were found.

contained negative and positive reactions with the experimental group's negative reactions being somewhat stronger than the control group's negative reactions.

Examples of positive reactions to the counseling sessions by the control group are as follows:

I enjoyed them. I learned a lot about the graduate school I didn't realize before, and I think it was worthwhile for myself. I think I was looking for some answers about the graduate program, and I found some that will help me. Generally it was well done.

From a personal point of view, I guess it gave me a chance to air my gripes about the school. It probably did me good to have the opportunity to do so. Sometimes a sounding board is a very useful thing.

I think they were worthwhile. We got acquainted, and as we got better acquainted we understood each other better. It was certainly worthwhile.

Well, I enjoyed them very much. I felt privileged. I felt close to those people in the group and now enjoy seeing them out in the halls. I really think Mr. Branan has put a couple of things in my mind to make me think. I really enjoyed it.

These sessions were conducted in a superior manner. As far as my personal experience, it has meant as much as several other courses put together. It gave me a chance to personally listen to my colleagues and communicate with them.

I rather enjoyed the sessions. I think they would be good for everybody--that is all graduate students. It brought up a lot of questions that all of us were concerned with, but we did not know that others were concerned about the same problems. This is always good because we can pass on a suggestion or two from our own experience. At least if the situation is such it could not be altered we can realize that this is just part of the hoop you have to jump through to get an academic accreditation or degree, and this is always good to know. If the situation must be accepted, we must accept it.

Well, this is strictly from my standpoint. I think it did a lot for me. It gave me a chance to air out my feelings without being in a classroom. This is helpful to me. I get things on my chest and I like to get them off. This is a good way to do it.

It was beneficial in a sense that I could listen to other people and get an idea of what they felt.

Examples of negative reactions to the counseling sessions by the control group are as follows:

They did not resolve anything.

He was genuinely interested in some of the problems, but not mine. I think he tried hard to be genuine and possibly in some cases for others, but not for me.

It was a little too mysterious. There was a little suspicion which probably comes from an inaccurate knowledge of just what he was doing.

Sometimes he took too much time.

They didn't meet any particular problem of mine because my problem is such that it couldn't be met by a group.

My own feeling would be that longer periods would be more beneficial. I would think longer than an hour, depending on the situation. I think the week in between



sort of broke the continuity. We would be all fired-up about something one week, but the following week we might not be able to tie this up together when we started out again.

Sometimes someone would go on a tangent and go on. There was a tendency for one to hold the floor.

Well, I don't think I gained terrible out of the sessions. I don't think I changed any of my ideas about being a graduate student.

Examples of positive reactions to the counseling sessions by the experimental group are as follows:

I think the sessions were completely satisfactory to all my purposes, but I have no idea what the purposes were supposed to be.

I think everyone was fairly open in the group and felt free to talk.

I feel I gained quite a bit from these sessions--not in the way I expected to. I think it helped to know that other people were experiencing problems, too.

I had a very good feeling about the experiences.

I think we discussed experiences relating to the college very freely.

Examples of negative reactions to the counseling sessions by the experimental group are as follows:

I think the first two meetings were O.K., but in the others it seemed like he himself did not know what we were going to talk about that night. We would drift around from one person to another.

I felt he was overcontrolling the group.

It really didn't do me any good as far as solving any problems in graduate school.

I feel that the group should have been larger. You know, four or five men and four or five women.

I think Mr. Branan interacted too much. I didn't see the great need. I think he could have stayed out of the discussions and accomplished as much if not more.

There was no evidence that anyone in either group knew the experimental design or variable involved. Concern and interest was expressed by several persons in the interviews regarding just what the researcher was doing. This varied from interest to mild anxiety. Transcribed examples are as follows:

I don't know what his purposes were.

I don't know what the purpose of the study was. Looking at the questionnaire he used, I believe it had something to do with self-disclosure. I felt if he was trying to set up any kind of group consensus or group cohesion, or if he were trying to make people feel completely at ease with other people in the group--I think it was too structured to achieve this.

I couldn't tell exactly what he was doing, or what he was getting from what he was doing.

I was never part of one of these before. I really don't know what he was looking for and therefore couldn't say whether it was successful or not.

I sort of wondered what it was all about--more than what it appeared on the surface.

I wasn't particularly interested in him pin-pointing his aims, but I felt it was slightly short of the method, context, or situation where I could be of much help to him. If we did know exactly what he was doing, perhaps it would not have served his purposes.

I don't know what the purpose of it was really. We asked him the first night off, and of course he was very elusive about this.

Sometimes I wondered what the purpose was.

I went away with the impression we were all being used as guinea pigs.

Reactions relating specifically to counselor's use of self-experience examples are as follows:

I think his use of self-experiences was probably pretty good.

Use of specific personal experiences did not help me a whole lot. It was rather removed from my personal interest and experiences, being he's in on a doctoral level and I'm on a master's level. There was very little interrelation to me at all. I think if anything it was a negative effect from my own viewpoint.

The self-experiences seemed to be somewhat forced. He seemed very anxious to get this example of something he had done that was similar or seemed to pertain. Which they usually did--I'm not knocking that, but it seemed to be very important that they got mentioned.

Sometimes he would introject this experience before the people had finished reacting, I guess, and I caught this note of introjection of experience of a kind--maybe it was calculated to be thrust in. I noticed the fact that he was doing this. It may be due to my background. In this sense I think it might have seemed a little fabricated. All I am really aware of is the fact he did it. I guess I will have to say that it seemed somehow--at times--awkward, and at times it just seemed noticeable.

Of the four persons in the experimental group who made comments relating to counselor use of self-experience, one was positive and three negative. Reasons given for negative reactions can be identified as follows: (1) Self-experiences of the counselor were unrelated to the client's experiences. (2) Self-experiences seemed somewhat forced or introjected.

#### Content of Sessions

Specific problems and concerns varied from individual to individual and group to group. Problems discussed were concerned almost

completely with those related to graduate work, although in some instances indirect problems were brought up (see transcribed examples, Appendix D and E). Specific problems considered in these sessions could be placed in the following categories:

1. Relationships with professors
2. Difficulty with specific courses, or concerns related to courses, requirements, and structure
3. Vocational choice and obtaining suitable placement
4. Financial problems
5. Family related problems--combining family life and graduate work
6. Admission requirements and procedures for various graduate programs
7. Personal goals
8. Feelings and concerns relating to examinations for admission to various programs
9. Living arrangements
10. Social activities
11. Problems of study and planning

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND IMPLICATIONS

#### Summary

A tentative rationale for the use of counselor self-experience in counseling relationships was identified through a review of the literature. The purpose of this study was to test the rationale in terms of counselee's reactions to counselor's use of self-experience in a group counseling situation.

Thirty graduate students registered in the College of Education at the University of Florida during the Winter Trimester 1965 were involved in this study. These students were all volunteers who were interested in participating in a group counseling situation structured to deal with problems of the graduate student. Participants were divided into six groups of five each to provide for maximum interaction and a balance of males and females. Three of these groups were randomly designated as control groups and three as experimental groups. The researcher was also the counselor for each group. The same procedures were utilized with each group except the variable of self-experience. In the experimental groups self-experience examples were used extensively. In the control groups self experience was not used at all.

The following hypotheses were tested by means of questionnaires, ratings from taped counseling sessions, and post-counseling interviews:

1. Use of self-experience in counseling relationships will result in greater self-disclosure than in counseling

situations where the counselor does not disclose his own similar experiences.

2. Use of self-experience in counseling relationships will result in greater self-confidence than in counseling situations where the counselor does not disclose his relevant experiences.
3. Use of self-experience in counseling relationships will result in a greater atmosphere of genuineness than in counseling situations where self-experience is not used.
4. Use of self-experience in counseling relationships will result in client's perceiving a greater sense of empathic understanding than in counseling situations where the counselor does not disclose his own relevant experiences.

Statistical comparisons were made between the experimental and control groups utilizing analysis of variance. A subjective analysis was also made of the counseling sessions.

#### Conclusions and Implications for Further Study

The result of this study support the following conclusions:

1. Use of self-experience in counseling relationships did not result in significantly greater self-disclosure than in counseling situations where the counselor did not disclose his own similar experiences.
2. Use of self-experience in counseling relationships did not result in significantly greater self-confidence than in counseling situations where the counselor did not disclose his relevant experiences.
3. Use of self-experience in counseling relationships resulted in the counseling atmosphere being perceived as significantly less genuine than in counseling situations where self-experience was not used.
4. Use of self-experience in counseling relationships did not result in client's perceiving a greater sense of empathic understanding than in counseling situations where counselor self-experience was not used.

The results of this study do not support the use of self-experience in group counseling relationships. There are no demonstrated advantages and one significant disadvantage. The counseling atmosphere was perceived as less genuine when self-experience was used than in similar counseling situations where it was not used. Rogers (27,31), Combs (11), and Parloff (25) all emphasize the importance of perceived genuineness in counseling relationships. This research indicates that use of self-experience resulted in less perceived genuineness than when it was not used. This evidence contraindicates the use of self-disclosure by the counselor as a means of increasing perceived genuineness. However, this study raises several questions which have implications for further research.

When a counselor uses a self-experience example in a group setting, it may be applicable to one member of the group but not to another. This may result in the individual reacting negatively to the use of the self-experience examples which do not relate specifically to his experiences and needs. In individual counseling it would be easier to use self-experiences which were particularly relevant to the individual. It is more difficult to use self-experiences which have value for several persons. If a study could be designed so that comparable groups could receive individual counseling from the same counselor rather than group counseling, this would add important data to the question of the value of using self-experience in counseling.

There is also a question of whether other groups of individuals would react to the use of self-experience as did graduate students in education at the University of Florida. There is a possibility that the similar educational backgrounds of these students may have predisposed

them to perceive the counseling relationship in a certain way. For instance, all graduate students in education at the University of Florida are exposed primarily to a phenomenological view of behavior, and emphasis is placed on a client-centered approach in helping relationships. Would undergraduate students, students in other graduate programs, or high school students perceive the counseling relationship differently from these graduate students?

The group counseling experience was thought to be a valuable experience by many participants in the control and experimental groups. Attendance and motivation was high and participation excellent in these sessions. There has been little attention given to counseling programs for graduate students. Are the graduate students' needs being overlooked? What implications does this have for university guidance services? Perhaps a series of volunteer group counseling sessions specifically structured to deal with problems of the graduate student would be a much needed addition to university counseling programs.

This study was a beginning in the objective exploration of the value of self-experience in counseling. The researcher believes further investigation of these implications and questions will result in a more complete understanding regarding the effects of the use of self-experience in counseling.



## APPENDICES

## APPENDIX A

### SELF-DISCLOSURE QUESTIONNAIRE\*

#### Form 1

#### Directions

The answer-sheet which you have been given has columns with the headings "Mother," "Father," "Closest Male Friend or Spouse," and "Closest Female Friend or Spouse." You are to read each item in the questionnaire, and then indicate on the answer-sheet the extent that you have talked about that item to each person: that is, the extent to which you have made yourself known to that person. Use the rating-scale that you see on the answer-sheet to describe the extent that you have talked about each item.

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\*S. M. Jourard, The Transparent Self, Princeton, N. J.: Van Nostrand, 1964, pp. 160-164.

FORM II

Answer Sheet

The self-disclosure rating scale is as follows:

- 0: Have told the other person nothing about this aspect of me.
- 1: Have talked in general terms about this item. The other person has only a general idea about this aspect of me.
- 2: Have talked in full and complete detail about this item to the other person. He knows me fully in this respect, and could describe me accurately.
- X: Have lied or misrepresented myself to the other person so that he has a false picture of me.

Rate each question under each heading in terms of the above rating scale.

Mother	Father	Closest Male Friend or Spouse	Closest Female Friend or Spouse
1. _____	_____	_____	_____
2. _____	_____	_____	_____
3. _____	_____	_____	_____
4. _____	_____	_____	_____
5. _____	_____	_____	_____
6. _____	_____	_____	_____
7. _____	_____	_____	_____
8. _____	_____	_____	_____
9. _____	_____	_____	_____
10. _____	_____	_____	_____

Form III

Questionnaire

1. What I find to be the worst pressure and strains in my studies.
2. What I find to be the most boring and unenjoyable aspects of my work.
3. What I enjoy most, and get most satisfaction from in my present studies.
4. What I feel are my short comings and handicaps that prevent me from working as I'd like to, or that prevent me from getting further ahead in my work.
5. What I feel are my special strong points and qualifications for my studies.
6. How I feel that my studies are appreciated by others (e.g. boss, fellow workers, teacher, husband, etc.).
7. My ambitions and goals in my studies.
8. My feelings about the salary or rewards that I get from my studies.
9. How I feel about the choice of career that I have made--whether or not I am satisfied with it.
10. How I really feel about the people that I work for, or work with.

## APPENDIX B

### SELF-CONFIDENCE QUESTIONNAIRE

Place a check in the blank space opposite the statement which you feel best describes you.

Regarding my graduate program:

- \_\_\_\_\_ 1. I rarely have doubts about my ability to complete the program.
- \_\_\_\_\_ 2. I occasionally have doubts about my ability to complete the program.
- \_\_\_\_\_ 3. About half of the time I have doubts about my ability to complete the program.
- \_\_\_\_\_ 4. A good deal of the time I have doubts about my ability to complete the program.
- \_\_\_\_\_ 5. Most of the time I have doubts about my ability to complete the program.

Regarding my courses this trimester:

- \_\_\_\_\_ 1. I rarely have doubts about making the grades I want.
- \_\_\_\_\_ 2. I occasionally have doubts about making the grades I want.
- \_\_\_\_\_ 3. About half of the time I have doubts about making the grades I want.
- \_\_\_\_\_ 4. A good deal of the time I have doubts about making the grades I want.
- \_\_\_\_\_ 5. Most of the time I have doubts about making the grades I want.

## APPENDIX C

Group \_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

### PRE-CODED INTERVIEW SCHEDULE

#### Form 1

#### (Experimental Groups)

Mr. Branan's use of self-experience examples . . .

- (1) resulted in complete genuineness or authenticity in the relationship
  - (2) resulted in a lot of genuineness or authenticity in the relationship
  - (3) resulted in some genuineness or authenticity in the relationship
  - (4) resulted in little genuineness or authenticity in the relationship
  - (5) resulted in no genuineness or authenticity in the relationship
- 
- (1) helped me to feel that I was completely understood
  - (2) helped me to feel that I was well understood
  - (3) helped me to feel that I was somewhat understood
  - (4) helped me to feel that I was little understood
  - (5) did not help me to feel at all understood

#### Open Question

- (1) What was your general reaction to these sessions?

Group \_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

PRE-CODED INTERVIEW SCHEDULE

Form II

(Control Groups)

Mr. Branan's manner in these sessions . . .

- (1) resulted in complete genuineness or authenticity in the relationship
- (2) resulted in a lot of genuineness or authenticity in the relationship
- (3) resulted in some genuineness or authenticity in the relationship
- (4) resulted in little genuineness or authenticity in the relationship
- (5) resulted in no genuineness or authenticity in the relationship

- (1) helped me to feel that I was completely understood
- (2) helped me to feel that I was well understood
- (3) helped me to feel that I was somewhat understood
- (4) helped me to feel that I was little understood
- (5) did not help me to feel at all understood

(Open Question)

- (1) What was your general reaction to the sessions?

#### APPENDIX D

##### EXCERPTS FROM COUNSELING SESSIONS\* (Control Group)

- First Client: I have felt I was under more pressure this trimester; maybe I'm just getting cranky. Maybe I just feel aggressive. I know I don't do enough exercise.
- Counselor: You mean compared to last trimester?
- First Client: Well, last trimester wasn't a good one either because I was doing statistics and I couldn't do statistics. I think last trimester was a beginning of a building of pressures that makes me feel--oh--getting tired of it. The pressure seems to be a little heavy. Do all students have much aggression that they show, or do they keep it covered up, or do they work it off? How do they work it off?
- Counselor: People handle their feelings differently. Some keep theirs bottled up, and others get rid of them in such activities as competitive sports which is much healthier.
- First Client: I don't want to give anybody a hard time, but I suppose around here if I should be cranky anyone ought to know that I was having a hard time.
- Counselor: You may need to get rid of these feelings some way in a good healthy fashion. . . .
- Second Client: Last year was my first year of teaching and I was just miserable.
- Counselor: Do you know what it was about the situation that bothered you?
- Second Client: Yes, I think I do. In the school where I was employed they didn't tell us before hand what we were going to teach. They just waited until pre-planning period. We were sort of captured.
- Counselor: M-m-m-m.

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\*Transcription edited to remove identifying information.



- Second Client: They then said, "You are going to teach this and this and this." And that's the way it was. This is what you are going to teach, so do it. They didn't give us any background or help. No supervision really. Someone told me later on that that was the worst thing that could happen to a first-year teacher. . . . Heavens above! at this late date, isn't it awful not to know what you want to do?
- Counselor: You got into a situation that was bad for you. It could be because you were thrown into it or it was your first teaching experience. It could have been that you were not suited for the kinds of individuals you were teaching or the size and numbers of courses you taught. Education is a broad field and provides a variety of teaching opportunities.
- Second Client: If I keep on fooling around here, I'll be dead of old age.
- Counselor: The fact you came back for a master's degree indicates you are moving in a definite direction and have made one decision that you are following through.
- Second Client: I have had some experiences working with disadvantaged children that I enjoyed.
- Counselor: Perhaps this is an area in teaching you should explore?
- Second Client: I have worked in public health, and perhaps this is why I enjoyed these children.
- Counselor: Have you looked into the opportunities for working with disadvantaged children?
- Second Client: No, I haven't. Actually I have never been interested in sick individuals. My public health work was concerned with prevention.
- Counselor: During the time you are working on your master's you might check into various opportunities available for working with the kinds of individuals with whom you seem to be interested.
- Second Client: I have always enjoyed reading about disabled children and I think I might be interested in working in that area.
- Counselor: Being honest with yourself regarding your interests is important. When you aren't, the only person you hurt is yourself. You are the one that has to be satisfied.

APPENDIX E

Excerpts from Counseling Sessions\*  
(Experimental Group)

- Counselor: I used to think I wanted to work with mentally ill individuals--that this would be real interesting and challenging--until I had experience working with seriously mentally ill persons. My desires changed regarding working all the time with mentally ill individuals. This is extremely frustrating in terms of what you can do. My goals changed in terms of the kinds of individuals I wanted to work with. I'm sure we have all had some idea about something we wanted to do and when we had experiences of that kind, it changed our idea.
- First Client: I was a mess officer in the Army, and boy! that will make it so you don't ever want to have anything to do with food service again.
- Counselor: You don't criticize the cafeteria anymore?
- First Client: No, but I wouldn't work there either. I wouldn't work there if it were the last thing on earth. I'd go on relief first.
- Second Client: A lot depends on the supervisor, does it not--as far as criticism and how things are set up?
- First Client: Well, the criticism comes from the people who eat there.
- Second Client: M-m-m.
- First Client: I was the supervisor, but my boss would come around and criticize infinitesimal things. It was an artificial situation. It ruined me for anything of the same kind in civilian life.
- Third Client: If I had to teach in the Army, I'd give up teaching even as much as I enjoy it.
- Counselor: You mean in a service school?

---

\*Transcription edited to remove identifying information.

- Third Client: Yes.
- First Client: Do they go over your lessons plans with a fine-tooth comb and criticize them?
- Third Client: Oh, heavens yes! We filed them in triplicate, and I believe they sent a copy to McNamara.
- First Client: M-m. Sounds like them.
- Counselor: Four copies of everything--paper work and all gets to be somewhat frustrating.
- Third Client: I not only had the principal, but all those goodie-people coming around to the base--the commandant, this and that.
- Counselor: I was going to say, in terms of the red tape and all, that seems to be involved in any governmental agency. When I worked in rehabilitation I got somewhat disgusted with the amount of paper work involved. Quadruplicates and copies of everything here and there. . . .
- Fourth Client: I feel a real need for some associations with students in my own area. I know there are other people who have a lot of ideas they could offer to me. There is also another thing bothering me in one of my classes. I need to get it off my chest. The exercises and projects we have are not practical. There is no way to evaluate them in terms of student learning. The objectives are very poorly defined.
- Counselor: Last year when I read Brameld's book on the discovery method, I found that in reading this it sounded good but it wasn't clear how you could do this. Does this relate to your situation?
- Fourth Client: Yes, that's the case. Learning theory in regard to the discovery approach is up in the air. I haven't been able to find anyone who could really tell you how to do it. The idea sounds good but the means of application is difficult. The course I'm taking doesn't give any help in answering questions of how to apply a discovery approach, or for whom it can be applied.

Counselor: This is what you would expect in methods course in education.

Fourth Client: Right. They aren't teaching us methods, but mainly dealing with what kind of facts you can teach the student.

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## BIOGRAPHICAL SKETCH

John Maury Branan was born October 25, 1933, at Tallahassee, Florida. Both his graduate and undergraduate work, with the exception of one summer of graduate study at New York University, were completed at the University of Florida. He received the Bachelor of Arts degree in Education in 1955 and the Master of Rehabilitation Counseling degree in 1957.

Mr. Branan subsequently was employed as a vocational rehabilitation counselor with the State Department of Education in the Gainesville, Florida, district office from 1957 to 1961. In 1961 Mr. Branan returned to the University of Florida to do advanced work in Guidance and Personnel Services. During this time he was employed by the University of Florida on a half-time basis as a counselor in the Division of Housing. In 1962 Mr. Branan accepted a position as Director of Counseling and Assistant Professor of Psychology at Berry College, Mount Berry, Georgia. In 1964 Mr. Branan returned to the University of Florida to complete requirements for the Doctor of Education degree.

His professional memberships include the American Psychological Association, Southeastern Psychological Association, American Personnel and Guidance Association, and American College Personnel Association. He is a member of Phi Kappa Phi, Phi Delta Kappa and Kappa Delta Pi. Mr. Branan also has contributed to professional journals. He is married to the former Virginia Louise McKissick and he has a four-year-old son.

This dissertation was prepared under the direction of the chairman of the candidate's supervisory committee and has been approved by all members of that committee. It was submitted to the Dean of the College of Education and to the Graduate Council, and was approved as partial fulfillment of the requirements for the degree of Doctor of Education.

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